

Manuscript No.: IJAR-59214

Title: Geometry Anxiety among Senior High School Students: Examining the Roles of Perceived Spatial Visualization Ability, Geometry Self-Efficacy, and Perceived Geometry Classroom Learning Environment.

Recommendation:

Accept as it is
Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This study investigated geometry anxiety among 500 Ghanaian Senior High School students, examining the roles of perceived spatial visualization ability (PSVA), geometry self-efficacy (GSE), and perceived geometry classroom learning environment (PGCLE). Using structural equation modeling, results showed PSVA and PGCLE positively influenced GSE, while all three were negatively associated with geometry anxiety. Geometry self-efficacy notably mediated the relationships between PSVA, PGCLE, and anxiety, highlighting its critical role in reducing geometry anxiety. The study, grounded in Control-Value and self-efficacy theories, emphasized the importance of spatial skills, supportive classroom environments, and confidence in geometry learning. Limitations include its cross-sectional design and reliance on self-report measures, suggesting future longitudinal and multi-school research. Practical recommendations focus on enhancing spatial engagement and supportive classrooms to alleviate geometry anxiety.

Recommendation: Accept after minor revision, .

Detailed Reviewer's Report

STRENGTHS:

- 1- The study involved 500 senior high school students, providing robust data for analysis.
- 2- The study combined perceived spatial ability, self-efficacy, classroom environment, and anxiety in a comprehensive framework.
- 3- It Grounded in Control-Value Theory and Bandura's self-efficacy theory, linking empirical findings to established psychological models.
- 4- That is Unlike general math anxiety studies, it specifically addressed geometry anxiety, a distinct domain.
- 5- The study Identified geometry self-efficacy as a mediator, advancing understanding of how factors influence anxiety.
- 6- All hypotheses were explicitly stated and statistically tested.

WEAKNESSES:

- 1- The study's design limits ability to infer causal or temporal relationships among variables.
- 2- Data from only one public Senior High/Technical School restricts the generalization of findings.
- 3- The study did not measure actual spatial visualization skills,
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